**K-5 Math Lesson Plan**

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| **Teacher: Hafez, Richmond, Shaw, Thomas** | | | **Grade: 5** | | | **Date(s)**: August 2012 |
| **Unit Title: Understanding decimals in the place value system.** | | | | **Corresponding Unit Task: Summer Olympics 2012**  **Unit 1 Task 1 – Task 1 Completion** | | |
| **Essential Question(s): How can I read and write numbers in various forms?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Jump ropes**  **Timer**  **Assessments** | | **Student:**  **Math journal**  **Pencil** | | | **Decimal**  **Decimal point**  **Digit**  **Tenths**  **Hundredths**  **Thousandths**  **Base ten number (standard form)**  **Fraction**  **Expanded form**  **Numeral**  **Number name (word form)**  **Place value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards**: 5.NBT.3a – Read and write decimal numbers to the thousandths using base ten (standard), number name (word form), and expanded form. | | | | | |
| **I Can Statement(s):**  I can write numbers in various forms. | | | | | |
| **Activating Strategy/Hook:** Divide students into four groups. Give each group a jump rope and a timer. Have students record how long it takes a group member to jump 25 times. After recording jump times, students will record the numbers and then write them in various forms. | | | | | |
| **Teacher Directed:** Teacher will review the various forms with students to check understanding. | | | | | |
| **Guided Practice:** Use the article from Task 1 and follow the instructions given.Students will do this as a post assessment. | | | | | |
| **Independent Practice:** Students will complete the assessment (Task 1 completion) | | | | | |
| **Closing/Summarizing Strategy:** Students will complete the assessment (Task 1 Competition) | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will write their own article using decimal numbers. | | | Students will use the shorter passage provided. | | | Students will be writing in their journals the various number forms. |
| **Assessment(s):** Olympic article included in Task 1. | | | | | | |
| **Teacher Reflection:**   * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future * New ideas or changes for next time | | | | | | |